

Project ID: 40160 (Current Status: Approved by Alberta Education)  
Submitted Date: Jun-18-2009 Approved Date: Aug-18-2009 Last Updated: Oct-25-2011, Alfred Sakyi

<b>a. Project Title:</b> Success Maker - Special Needs
<b>b. Project Proposed for Which School Years?</b> <input checked="" type="checkbox"/> 2009/2010 <input checked="" type="checkbox"/> 2010/2011 <input checked="" type="checkbox"/> 2011/2012
<b>c. School Authority Name:</b> Calgary Quest Children's Society School Authority Code: 9795 School Authority Website:

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Please review the AISI Principles and Operational Procedures before completing this proposal. AISI terminology is also included in the AISI Handbook for Cycle 4.  
Note: A School Year cannot be deleted if there are values for that year in any of the following sections: **A1e, B1a, B1b, B3 and B4a.**

Section A: 1d. Project Parameters  
Schools Involved

Actual Number of Schools Involved: <b>1</b>
• Calgary Quest School

Section A: 1e. Project Parameters  
Students and Grades Involved

2009/2010	2010/2011	2011/2012
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Grade	Number Of Students
preK	<input type="text"/>
K	<input type="text"/>
1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>
6	<input type="text"/>
7	<input type="text"/>
8	<input type="text"/>
9	<input type="text"/>
10	<input type="text"/>
11	<input type="text"/>
12	<input type="text" value="170"/>
Total	<input type="text" value="170"/>

Grade	Number Of Students
preK	<input type="text"/>
K	<input type="text"/>
1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>
6	<input type="text"/>
7	<input type="text"/>
8	<input type="text"/>
9	<input type="text"/>
10	<input type="text"/>
11	<input type="text"/>
12	<input type="text" value="170"/>
Total	<input type="text" value="170"/>

Grade	Number Of Students
preK	<input type="text"/>
K	<input type="text"/>
1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>
6	<input type="text"/>
7	<input type="text"/>
8	<input type="text"/>
9	<input type="text"/>
10	<input type="text"/>
11	<input type="text"/>
12	<input type="text" value="170"/>
Total	<input type="text" value="170"/>

### Section A: 1f. Project Type

Alberta Education, school authorities, universities and other AISI users often want to undertake various analyses of AISI projects. This type of analytical work requires the capability to extract and group AISI projects accurately by various categories.

Not all categories may apply to your project. Only do the checklist for the categories that are needed to describe your project. However, you must do the following categories: **Targeted Students, Subject, Themes and Teaching Strategies**

Targeted Students	<ul style="list-style-type: none"> <li>• Special Needs (all types)</li> </ul>
Subject(s)	<ul style="list-style-type: none"> <li>• Language Arts/Literacy</li> <li>• Mathematics/Numeracy</li> </ul>
Theme(s)	<ul style="list-style-type: none"> <li>• 21st Century Skills/Technology Integration</li> <li>• Special Education</li> </ul>
Keywords (Teaching Strategies/PD/Programs)	<ul style="list-style-type: none"> <li>• Assessment for/of/as Learning</li> <li>• Inclusive Education</li> <li>• Small Groups</li> <li>• Technology</li> </ul>
Number of Students in Project	<ul style="list-style-type: none"> <li>• 501-1,000</li> </ul>
Grade	<ul style="list-style-type: none"> <li>• 12</li> </ul>
Zone	<ul style="list-style-type: none"> <li>• Zone 5 Services</li> </ul>
Number of Schools in Project	<ul style="list-style-type: none"> <li>• 1</li> </ul>
Location of School(s) involved	<ul style="list-style-type: none"> <li>• Urban</li> </ul>
Division Grade Level	<ul style="list-style-type: none"> <li>• 4 (10-12)</li> </ul>
School Authority Type	
Types of Measures	<ul style="list-style-type: none"> <li>• Locally Developed/Teacher Made Tests</li> <li>• Surveys</li> </ul>
Constituency	<ul style="list-style-type: none"> <li>• Calgary-Buffalo</li> </ul>
City or Town Name	<ul style="list-style-type: none"> <li>• Calgary</li> </ul>

## Section A: 2. Project Description

### a. Provide an overview of the project (What do you plan to do and how?)

All of our students are special needs students and are probably capable of using computers profitably to some extent in their learning.  
Through this AISI project, we hope to determine how our students will be able to make use of computers to assist them in their studies.

To begin, we will be using "Success Maker" a commercial product (Pearson). We plan to have all students assessed by Success Maker as to their suitability for accessing computers. For those judged to be able, we will use computer assisted studies to improve their achievement level by at very least one full grade each year in Math and Language Arts.

We hope to find and use other commercial software programs to further support our students in their computer assisted studies. We will purchase some of these resources, train our staff in their use and implement their use with some or all of our students over the next three years.

**b. Indicate why the project is needed.**

Our school needs to be much more able to use computers as a teaching tool. Since many of our students are physically and intellectually challenged, we need to determine who, how and when students will be able to make use of computers in their learning.

**c. How is this project innovative? Projects can be:**

- I) Innovative projects focusing on themes that are brand new to a school authority
- II) Innovative projects that go into greater depth on current themes with new research, strategies, or measures
- III) Innovative projects that are collaborative, across school authorities focusing on common goals

**Describe the innovation. What's new and different for your school authority?**

We are just starting our exploration of computer assisted studies at our school. We are aware that Success Maker is a good resource and we hope to see how it will assist our students in their learning. Other computer assisted learning strategies and learning resources will also be explored to see how they can benefit our students and teachers. This is an entirely new area for our students and teachers.

We also hope to collaborate with other schools in the Calgary area who may have already or who are currently working with Success Maker and other programs.

### Section A: 3. School Community Involvement

As collaboration is an essential element for school improvement, project applications must reflect support of those who will implement the projects and include meaningful involvement of the school community. What are the indications that the project has meaningful involvement of the school community?

	a. Describe the participants` involvement in the consultation and planning process.	b. Describe how the participants will be involved or support the implementation of the project.
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Authority Administrators		
Business/Community Agencies		
Parents	Some parents heard of the Success Maker program at teachers conferences and brought it to our Board for discussion.	After considerable discussion Board and parents support the purchase of Success Maker. Parents will be very much involved with the implementation of this program as they support their children's efforts in their homes.
Principals	Our principal approved the use of the program for our students, and approved the funding for the purchase of site licences. He also wrote the project proposal and discussed it with the school staff.	Our principal will help to implement this AISI project and will work with students, staff and the school board to determine the effectiveness of the project and to make regular adjustments if required.
School Board	Approval, staff support and encouragement to involve "Pearson" at all levels of implementation and use of the program	Funding approval monitor support funding required by Pearson, provide on-going support to teachers by building in incentives to use computers in other situations
School Council		
Students	Ability to use computer was first established by encouraging use of various computer like instruments (calculator, Dynavox etc.) We also conducted students interviews to assess willingness to take part in this type of program	Monthly evaluation using computer driven evaluation via Success Maker to be sent home. Students will be the main participants in the Success Maker program.
Support Staff		
Teachers	Research of various programs being used in schools similar to Quest. Teachers proposed the use of Success Maker and suggested this as our AISI project.	Continue research into programs that use Success Maker type programs, Are the students similar to those at Quest School, what pitfalls may present if students begin to rely on computer assisted instruction?
Other Specify		

## Section A: 4. Research

The requirement to reflect school improvement research as foundational to project development and implementation ensures there is a strong possibility for success.

a. What research/literature base informs your project? At least 3 current references (within the last five years) are required.

Author	Year	Title	Source(if not a book)
Pearson Digital Learning	2006	Success Maker Evidence of Effectiveness: Selected Abstracts	
Pearson Digital Learning	2009	Success Maker	<a href="http://www.successmakercanada.com/whyitworks.html">http://www.successmakercanada.com/whyitworks.html</a>
Thomas Guskey	2000	Evaluating Professional Development	

#### Section A: 4. Research

The requirement to reflect school improvement research as foundational to project development and implementation ensures there is a strong possibility for success.

b. What other AISI projects or promising practices inform this project. Include project numbers and titles.

10205  
10499

c. Summarize how the above research and AISI projects inform the project design and implementation.

The Pearson Success Maker website is the main reference that we are using for this project. We also referred to a document that was published by Pearson Digital Learning "Success Maker Evidence of Effectiveness: Selected Abstracts" Volume 3, Number 3, published July 27, 2006

An increasing number of school districts around the country are finding that the best solution is one that is already being used in their schools with positive results. The SuccessMaker® Enterprise comprehensive courseware system from Pearson Digital Learning is one of the most widely used digital courseware systems in K-12 education. And while the award winning, research based system has long been used to improve the achievement of general education students, its use with special populations is gaining momentum.

The Guskey book will help us evaluate our PD model to make sure we connect our PD to student learning.

#### Section A: 5a.Improvement Goals:

	Goals	Strategies	Measures
Student Learning	Students will improve their achievements in Language Arts and Math through increased use of computers.	Through the use of Success Maker and other commercial educational software programs, our students will increasingly participate in computer assisted learning activities.	We will measure student learning gains in Language Arts and Mathematics with teacher made assesments and with Success Maker reports.  We also will use provincial parent and teacher surveys to determine if computer-assisted learning is effective.
Other Related			

#### Section A: 5b. Improvement Goals

How do these AISI goals relate to specific aspects or priorities in your Three-Year Education Plan and Annual Education Results Report (AERR)?

The increased use of computers by students is one of the goals of our Three-Year Education Report. This project was designed to address this goal.

#### Section B: 1a. Quantitative Measures

Measures should be expressed as percentages, where possible. It is recommended that baselines be determined using a three-year average. Targets should be realistic and attainable, based on prior performance.

Measure Category: Local Assessment/School Records				
Measure: Teacher Awarded Marks/Report Card Marks				
Measure Description	Language Arts Marks for all students			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		20	85	Baseline represents the % of students who progress more than one year in one year in Math. Baseline was set at the end of the 2008-09 school year.
2009/2010	22	29.00	61	
2010/2011	24	40.00	34	
2011/2012	28	.00	0	

Measure Category: Local Assessment/School Records				
Measure: Teacher Awarded Marks/Report Card Marks				
Measure Description	Mathematics Achievement			
Results	Target	Actual	Number of Students	Comment (optional)
Baseline		20	80	Baseline represents the % of students who progress more than one year in one year in LA. Baseline was set at the end of the 2008-09 school year.
2009/2010	25	14.00	61	
2010/2011	28	20.00	31	
2011/2012	33	.00	0	

## Section B: 1b. Survey Measures

Measures should be expressed as percentages, where possible. It is recommended that baselines be determined using a three-year average. Improvement targets should be realistic and attainable, based on prior performance.

Measure Category: Provincially Determined Surveys					
Measure: Program of Studies (At Risk Students) - Parents					
Measure Description	Percentage of parents agreement that programs for children at risk are easy to access and timely				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		74.5			Baseline represents the results of the first administration of the survey in spring 2009.
2009/2010	74.5	74.50	0	.00	
2010/2011	74.7	.00	0	.00	Survey results not available
2011/2012	75	.00	0	.00	

Measure Category: Provincially Determined Surveys					
Measure: Program of Studies (At Risk Students) - Teachers					
Measure Description	Percentage of teachers agreement that programs for children at risk are easy to access and timely				
Results	Target	Actual	Number of Surveys Returned	Response Rate	Comment (optional)
Baseline		TBD			These results were not available from the 2009 survey, so we will use the 2010 survey results as a baseline when they become available.
2009/2010	TBD	.00	0	.00	
2010/2011	TBD	.00	0	.00	survey results not available
2011/2012	TBD	.00	0	.00	



## Section B: 1c. Qualitative Measures

Qualitative data provide rich, transferable descriptions of individuals' experiences of educational phenomena, with a focus on process, meaning and human behaviours as they occur in context. Sources of evidence might include: interview transcripts, written reports (e.g., policy documents; observation field notes), focus group transcripts, video/audio recording (e.g., documenting classroom activities), artifacts/documents/portfolios (e.g., personal/professional journals; artwork).

The "Current Situation" provides a baseline. The "Success Indicators" demonstrate how we know the "Desired Change" has been achieved. When reporting on these success indicators, plan to include a summary of qualitative evidence, rather than including all the raw data. For example, rather than including all the interview transcripts from the in-depth qualitative interviews conducted, include a summary of evidence-based themes from the data analysis.

	Current Situation	Desired Change	Success Indicator(s) (You will be required to report on each success indicator identified.)
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## Section B: 2. Plans for Key Strategies and Processes

Identify and explain the processes and strategies you plan to use to achieve your goals. Indicate the timeframe where applicable.

Category	Planned Strategies/Processes	Refinements/Changes
<b>a. Instructional Strategies:</b>  <b>Projects must identify instructional strategies to be used to improve student learning.(i.e. technology integration, clarifying and sharing learning outcomes with students, differentiated instruction, etc.)</b>	We plan to use the Success Maker program with each of our students to determine if digital technology will engage them more effectively than print resources. Once students have been assessed, we will work with them one-on-one and in small groups to help them to use computers in completing learning tasks in Math and Language Arts. Depending on the results of our testing, we will also be using larger group instruction for those who are more able to use computers. Individual work with students will likely be the most successful instructional strategy because of the nature of our student body.	
<b>b. Student Assessment:</b>  <b>Projects must provide annual evidence of student</b>	The Success Maker program itself is a student assessment tool and will be used with each of our special needs students. We will be reviewing: - Success Maker testing reports - Regular assignments - Home reading levels - Anecdotal information from parents, students and teachers	

learning and performance.	We will also be using teacher awarded marks in LA and Math to determine student learning growth.	
<b>c. Project Management and Coordination:</b>  <b>AISI Coordinators are responsible for managing, supporting, and coordination projects. It is expected that Project Management and Coordination will represent approximately 5% of project expenses. The proposal should indicate a) who will be responsible for management, b) the proportion of his/her time that will be invested in this activity, and c) how the project will be managed.</b>	Our AISI project will be coordinated by our AISI coordinator. He will devote approx. .1 of his time to the training and evaluation of the use of Success Maker and any subsequent computer programs that will support our learning programs.	
<b>d. Professional Development:</b>  <b>School authorities must provide professional development as it is essential to the school improvement process. It is expected that Professional Development will represent at least 15% of project expenses. Professional Development includes resources, materials, external consultants, sub costs, travel, accommodation, facilities, other costs related to PD.</b>	<p>Our staff will meet with the Success Maker provider to learn how to work with the software and with our student population. After successful implementation of Success Maker, our staff will work towards implementation of both Pearson and other commercial products that will help in student learning initiatives. We will evaluate our PD from time to time using Guskey's model to determine the effect of the PD on supporting our students.</p> <p>Pearson Canada will provide initial training in this program. The cost of this training is included in the purchase of the program. All teachers will participate in on-site professional development throughout the school year. We will continue the PD during the second and third years of the project.</p>	
<b>e. Parental &amp; Community Involvement:</b>  <b>There must be meaningful involvement of parents in planning the proposal.</b>	Parents are invited to observe our program all of the time and to try the program themselves at a higher level. We believe that parents should be and would like to have parents be an integral part of our program and be very involved in the education of their children.	We have found that our parents often are not involved in the child's education, and many of our students live in foster homes. While we invite and encourage families to participate, we are not having much success in this area.
<b>f. Knowledge Dissemination, Sharing and Communication:</b>  <b>Projects must identify how what has been learned will be shared. Ways to disseminate new knowledge</b>	We will be seeking out other users of the computer programs we hope to use. We will also gladly let others know how we have been able to use Success Maker. We will post successes on our website and will also report on progress through our AISI reporting structure.	

<p>and practices include project documentation, workshops, events, conferences, promising practices for the AISI website, monographs, research briefs, and articles for the School Improvement Scoop, professional magazines, and journals.</p>		
<p><b>g. Networking:</b></p> <p>Project leaders are encouraged to use networks for knowledge dissemination and the exchange of information, ideas, and resources. Networks include face-to-face and digital communication.</p>	<p>We will network with other special needs schools through the AISCA-AISI sharing sessions and through provincial AISI initiatives to stay in touch with the best and the latest in computer education programs that will benefit our students.</p>	
<p><b>h. Integration and Sustainability:</b></p> <p>Projects must indicate how educators will integrate what is learned: how they incorporate new practices, strategies, learnings, and key findings into their instructional repertoires. AISI projects are designed to have lasting impact on educational practices in schools. Proposals must indicate how the school authority plans to continue to benefit students and influence effective teacher practices in future years (beyond the AISI project).</p>	<p>The programs that we will put into use in our student assessment will serve our students for years after the AISI project is completed. The resources, especially software, will be available for years to come as well. Teacher capacity will also continue well past the first three years of this project.</p>	
<p><b>i. Project Evaluation Process:</b></p> <p>Evidence is more compelling if it is corroborated through multiple sources. Projects describe the evaluation methods and data sources they will use to determine the success of their project. Multiple methods (e.g., student assessment, surveys), data sources (students, parents, teachers), and levels (e.g., grades 1, 2, 3, etc.) are</p>	<p>The principal and the AISI coordinator will evaluate the success of the project from time to time during the three years of the project. We will be making adjustments based on student results and on teacher comments regarding the growth and implementation of the project.</p>	

recommended.		
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### Section B: 3a. Staffing Requirements

Projects must identify the people who will be involved. Staff can include teachers and AISI coordinators, other professionals, teaching assistants, administrative and support staff.

	FTE 2009/2010		FTE 2010/2011		FTE 2011/2012	
	AISI Funded	Funded From Other Sources*	AISI Funded	Funded From Other Sources*	AISI Funded	Funded From Other Sources*
<b>Certificated Teachers</b>						
Teachers						
AISI Coordinators						
<b>Other Personnel</b>						
Professionals (e.g., Social Worker, Liaison Worker)						
Teaching Assistants						
Administrative Support Staff						
Other						
<b>Total FTE</b>	0.00	0.00	0.00	0.00	0.00	0.00
Total \$ amount allotted for Staffing & Benefits		0		0		0

\*FTEs allocated for AISI projects that are not paid with AISI funds  
If there are no FTEs please indicate with a "0".

### Section B: 4 Budget & Financial Report B4a. Estimated Project Budget

Please use Section B4b (Estimated Project Budget - Comments) to provide comments on budgeted amounts and/or reported actuals **if necessary**.

Revenue	2009/2010		2010/2011		2011/2012	
	Approved	Working/Actual	Approved	Working/Actual	Approved	Working/Actual

	Budget*	YTD	Budget*	YTD	Budget*	1 YTD
Unexpended Funds at the beginning of year			0	0	12,077	12,077
AISI Funding	17,425	17,425	17,077	17,077	8,385	0
Funding from other sources	0	0	0	0	7,905	0
Approved AISI Funding transferred to/from other AISI projects	0	0	0	0	0	0
<b>Total Revenue</b>	<b>17,425</b>	<b>17,425</b>	<b>17,077</b>	<b>17,077</b>	<b>28,367</b>	<b>12,077</b>
<b>Expenses</b>						
Project Management	1,000	1,000	1,000	1,000	1,000	0
Check where applicable: <input type="checkbox"/> Office Supplies <input type="checkbox"/> Travel Expenses <input type="checkbox"/> Other expenses (Please comment in section B4b)						
Salaries and Benefits	0	0	0	0	0	0
(Cost of FTEs charged to this project). Check where applicable: <input type="checkbox"/> Lead Teachers <input type="checkbox"/> Internal Consultants/Specialists <input type="checkbox"/> Support Staff <input type="checkbox"/> AISI Coordinator <input type="checkbox"/> Classroom Teachers						
Professional Development	3,000	3,000	3,000	2,500	3,000	0
Check where applicable: <input type="checkbox"/> Resource Materials <input type="checkbox"/> External Consultants/Presenters Fees <input type="checkbox"/> Sub Costs <input type="checkbox"/>						
Travel/Accommodation/Meals/Facilities <input type="checkbox"/> Other Related Costs (Please comment in section B4b)						
Instructional Material/Resources	13,425	13,425	13,077	1,500	20,000	0
Equipment	0	0	0	0	4,367	0
Equipment and Other Capital, together, will not exceed 10% of project expenses.						
Other Capital	0	0	0	0	0	0
<b>Total Expenses</b>	<b>17,425</b>	<b>17,425</b>	<b>17,077</b>	<b>5,000</b>	<b>28,367</b>	<b>0</b>
<b>Unexpended Funds</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12,077</b>	<b>0</b>	<b>12,077</b>

\*Proposed budget will change to Approved budget upon approval.

## Section B: 4 Budget & Financial Report

### B4b. Estimated Project Budget - Comments

This section is designed to provide you with an opportunity to clarify/explain budgeted amounts and/or reported actuals:

	Comment

<b>Revenue</b>	
<b>A. Unexpended Funds at the beginning of year</b>	
<b>B. AISI Funding</b>	
<b>C. Funding from other sources</b>	
<b>D. Approved AISI funding transferred to/from other AISI projects</b>	2011-12: \$7905 of these funds are additional AISI funds granted by the Alberta government in October 2011
<b>Total Revenue</b>	
<b>Expenses</b>	
<b>Project Mangement</b>	
• Office Supplies	
• Travel Expenses	
• Other Expenses	costs associated with writing proposal and annual reports.
<b>Salaries and Benefits</b>	
• Lead Teacher(s)	
• Internal Consultants/Specialists	
• Support Staff	
• AISI Coordinator	
• Classroom Teachers	
<b>Professional Development</b>	
• Resources/Materials	
• External Consultants/Presenter Fees	
• Sub Costs	
• Travels/Accommodation/Meals/Facilities	
• Other Related Costs	

<b>Instructional Materials/Resources</b>	
<b>Equipment</b>	
<b>Other Capital</b>	
<b>Total Expenses</b>	
<b>Unexpended Funds</b>	We were able to have our PD events almost for free, and did not purchase any additional instructional materials. Instead we decided to carry the funds forward to the last year of the cycle to make sure we can sustain the project after this cycle.

**\*Proposed budget will change to Approved budget upon approval.**

### Section B: 5. Attachment (Optional)

Please attach additional supplementary documents in this section that may be helpful in reviewing this project. (Excel spreadsheet, Word format or PDF)

Note: File cannot exceed 1000KB in Size or 20 pages single spaced.

File Sent	File Received	Sent Date	Received Status	Copyrighted Document
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### Section B: 6. Project Contacts

Key project contacts who can provide additional information about the project should be included.

Surname	Given Name	Position	Business Address	City	Postal Code	Phone Number	Fax Number	E-mail Address
Rooke	Angela9795	Superintendent						angela@calgaryquestschool.com
Rooke	Angela	Principal	3405 Spruce Drive	Calgary	T3C0A5	403-253-0003	403-253-0025	angela@calgaryquestschool.com

### Section B: 7. Superintendent/CEO Certification of Project Plan

As part of the accountability process, the Superintendent/CEO must certify that the project meets requirements. Please note that the Superintendent will be required to complete this section on the online Extranet submission of the **Project Proposal/Plan** to Alberta Education.

Project ID: 40160    Current Project Status: <b>Approved by Alberta Education</b>		
Does this project:	Yes	No
1. Address an identified need?	<input checked="" type="radio"/>	<input type="radio"/>
2. Address goals strategies, schools, grades, etc., that are different from those addressed in Cycles 1, 2 and 3 (2000-2009)?	<input checked="" type="radio"/>	<input type="radio"/>
3. Have meaningful involvement of the community, including school councils?	<input checked="" type="radio"/>	<input type="radio"/>
4. Have the support of those who will implement it?	<input checked="" type="radio"/>	<input type="radio"/>
5. Have a research base?	<input checked="" type="radio"/>	<input type="radio"/>
6. Have a processes in place for ongoing monitoring during the cycle?	<input checked="" type="radio"/>	<input type="radio"/>
7. Identify provincial and/or local (and quantitative or qualitative) measures that appear reasonable?	<input checked="" type="radio"/>	<input type="radio"/>
8. Have improvement targets that are achievable?	<input checked="" type="radio"/>	<input type="radio"/>
9. Identify strategies that have a reasonable chance of achieving the improvement goal(s) and target(s) (Refer to question A5.)	<input checked="" type="radio"/>	<input type="radio"/>
10. Include a workable plan for knowledge dissemination and sharing? (Refer to question B5.)	<input checked="" type="radio"/>	<input type="radio"/>
11. Identify appropriate evaluation methods? (Refer to question B3.)	<input checked="" type="radio"/>	<input type="radio"/>
12. Have FOIP compliance regarding names in the proposal and/or attachments.	<input checked="" type="radio"/>	<input type="radio"/>
13. Superintendent/CEO Approval	<input checked="" type="radio"/>	<input type="radio"/>

### Section C: Estimated Staffing Percentages

Estimate the percentage of AISI funded staff time spent to deliver professional development and on project management/administration

School Year: 2010/2011 ▼

	2010/2011 AISI Funded FTE	% of Staff Time Spent on		
		Delivering Professional Development	Project Administration	Other

Certificated Teachers



Teachers				100
AISI Coordinators				100
<b>Other Personnel</b>				
Professionals (e.g., Social Worker, Liaison Worker)				100
Teaching Assistants				100
Administrative Support Staff				100
Other				100
<b>Total FTE</b>		0		

\*IT will design to capture annual estimates

## Section D: 1. Student Outcomes

What IMPACT on student learning has this project had? Use the EVIDENCE from your results on quantitative, survey, and qualitative measures to support this conclusion.

### 2009/2010

We are tracking the percent of students who achieve more than one year's learning during a school year in both LA and Math to determine the effectiveness of Success Maker.

Our baseline in Language Arts is 8%.

In Math our baseline is much higher at 34%.

We expect that the difference in the baseline is the fact that many of our students come to us with language difficulties that provide a more difficult impediment to overcome.

According to a Success Maker consultant the average student makes a one grade level gain for every 20 hours they spend on the program. The data showed us that there is only a very small target group that uses the SM for 20 hours or more, especially in Language Arts and as a result, only a small percentage (12.6%) of students showed a ½ grade level of growth in Language Arts. Further investigation also indicated that some participants were not using the program properly therefore skewing the results.

According to the cumulative gains report our students have made the most gains in the area of Mathematics. The students working on the program who did not make any gains spent less than 10 hours on the program. All students that participated in the program for at least 20 hours showed a gain of at least one grade level.

In order to have better success of meeting our goal of increasing one grade level each year, we need to ensure that students have the opportunity to use SM for a time period of twenty hours before the results are calculated.

During the past school term, we have used Success Maker with the majority of our students. Calgary Quest School is a designated accredited private school which serves students exhibiting varying levels of ability and challenges. This includes children with autism spectrum disorder, fetal alcohol spectrum disorder, physical and behavioural challenges, as well as students with global developmental delay.

The Success Maker project is in the introductory stage. We currently are assessing the SM to determine which students will benefit from the continued use of this program on a regular basis. Our findings from looking at the data suggests that students using the program daily experienced the greatest gains whereas students who were not using the program regularly did not experience the same level of success.

One of our students who was originally placed in our pre-k academic group in the classroom setting was able to successfully use the program to advance his knowledge and skills including gaining one full grade level in mathematics within 16 hours of using Math Concepts and Skills. His reading skill level

gained 0.65 (2/3 of a grade level) in seven hours with the Initial Reading program. This student has gained a great deal of confidence in his ability which has increased his willingness to take risks. He has made gains in the areas of patterns, sight words, as well as word, sentence, and passage comprehension.

Part of this students' success is due to the environment, ability to work at his/her own pace with minimal distractions, and the expectations set forth to participate in this program.

The impact of SuccessMaker can be summarized as follows: the program;

- is an additional learning tool to enhance curriculum
- enables students to exhibit a higher level of focus and increased attention span
- allows students to work independently at their own level
- enables review or repetition of concepts required by some students without full classroom participation
- Provides cumulative gains reports to assist teachers with reporting students' progress
- Builds students' confidence and self esteem.

In addition, students enjoy this tool and related activities.

#### **2010/2011**

We are tracking the percent of students who achieve more than one year's learning during a school year in both LA and Math to determine the effectiveness of Success Maker.

We had targetted 24% of the students to achieve at this level this year in ELA when in fact 40% of our students did. We are totally amazed at how successful we were in ELA this year!

In Math we had targetted 28% of our students achieving at least one year of academic growth, when 20% did. While we did not meet our target for this year, we are up from last year when only 14% of the students achieved this level. We now are at our baseline level after a sharp decline last year.

We did not receive our Accountability Pillar Survey results, as there were too few respondents.

We attribute our great success this year to two main reasons. Firstly, during the second year we targetted students more purposefully to ensure that they were successful in using SM. Our students have many challenges which include social or emotional medical, behavioural impediments to actively participating in school work. Many of our students also are cognitively delayed, and may be operating 5 or more years below their age level. So while SuccessMaker is a very engaging academic tool, some of our students simply are not ready to use it. So while we have not seen the results we expected in Math, there are many reasons which are beyond the scope of the project.

In doing so, we found that we were able to build a community of learners who were engaged and focussed and experienced good success.

Secondly, for other students who were not as ready but who were interested in trying to use SM, we integrated them into the SM program as they demonstrated readiness skill and/or interest. There were 17 students who were able to build up to 5-10 hours on SM and they 8 of them achieved 1/2 a grade improvement in Math. This increased level of confidence is being felt in their renewed enthusiasm.

The most remarkable result of using SM is the increase in the time on task that all of the students displayed. SM seems to engage the students in new ways that keeps them focussed and increases their attention span. Most of our students experience attention deficits, and to see such success is the true measure of effectiveness of the program.

Some students started the program part way through the year, and we found that their ability to stay on task in a focussed and engaged way increased from 3-4 minutes to 30-35 minutes. While their marks may not have improved in either ELA or Math, their ability to stay on task and work with Success Maker was amazing!

We start students at the lowest level in SM in order to have them experience success and build their self-esteem and confidence. With this improvement in attitude, they are more willing to participate, and will engage in tasks for a longer period of time. The precursor to learning is addressing the confidence levels and willingness to participate to engage the students. It takes a long time to get students to use the program for 20 hours when we start at 4-5 minute intervals, but we are seeing fantastic results.

## **Section D: 2. Effective Classroom Practices**

**What has changed in your classroom(s) to impact student learning? (E.g. instructional strategies, student assessment, parental involvement, etc).**

#### **2009/2010**

Since Success Maker is a pull-out program where the students participate within a computer lab setting, there is a noticeable difference in their behaviour. After completing their thirty minute session, the students tend to return to their classroom setting more happy, calm, and focused.

The teacher comments have been very positive. Students are mastering skills that they have previously struggled with. Success maker allows students to work at their own pace. Students with learning disabilities are able to consistently review the skills they have learned. They are able to succeed on their own through discovery learning.

This program is an additional assessment tool which also allows teachers to more readily identify the students' grade level. This information is shared with the parents. The program provides homework sheets for the teacher to print off which are at the student's level of development (not aesthetically pleasing). Students who have reached a plateau academically can use the program to maintain the skills they have already developed. This provides documentation and data for the teachers to use when updating school reports.

#### **2010/2011**

Teachers have been able to form smaller groups around specific abilities, skills, or subject areas that need to be addressed. The data from the assessment tool is used by teachers to group students so they can support each other.

The program has been particularly effective in supporting students with autism spectrum disorder. As each student works at their own computer with headphones, external distractions are minimized therefore students are able to focus better on the required task giving a truer indication of their abilities. Due to the more controlled setting, teachers are able to get a better understanding of each students' academic performance and needs.

We have had particular success in working with students who demonstrate "splintered skills." For example, they can do complex Math computations but do not know the basic facts. Or they may be able to read well, but not comprehend what they are reading. What SM does is take them back to the beginning of a task and works them through the steps to allow them to develop the underpinning they need to master the skill. It identifies false clarity around concepts. When they demonstrate mastery of the steps, they advance to the next level. In this way, the program allows the teacher to understand what the student knows and to develop a strategy to meet individual student learning needs to meet the gaps in knowledge or skill. It also highlights the areas where each student struggles and gives examples to allow the teacher to address specific learning impediments.

Even though students have been sitting and working for long periods of time, staff have witnessed a decrease in student mis-behaviours. Students are not requiring body breaks while engaged in Success Maker activities. There has been amazing increase in students time engaged/attention to tasks.

## **Section D: 3. Overall Summary of Project Practices**

**Provide an overall summary of project practices. Your response should include the following:**

### **I. What worked well (successes)**

#### **2009/2010**

We have found SuccessMaker to be highly effective.

#### **2010/2011**

- SuccessMaker
- Assessment tools
- Bob Hayes from Success Maker is an amazing support

### **II. What did not work well (challenges)**

#### **2009/2010**

- Determining which students would benefit the most from the program
- Determining initial placement level
- Voice quality of program is quite monotone
- Adapting the program for use with students who have physical challenges, hearing impairments, or any other impairments such as poor fine motor skills/motor planning skills.
- Teacher monitoring-currently unable to have simultaneous access to student computer

#### **2010/2011**

- The worksheets that are generated by SM are not appropriate for our students
- Sometimes our students need more support than is generally allowed in the philosophy; SM is based on individual work but our students need more scaffolding sometimes.

-SM is based on auditory mode of learning, but our students would benefit from other modalities as well.

III. What changes (if any) did you make to enhance the success of the project? (project adjustments)

**2009/2010**

Number of students using the computer  
Staff meetings with Success Maker service provider held more frequently  
Increased collaboration and education between staff members

**2010/2011**

We targeted students more purposefully to participate in the program

Professional Development for new teachers and support staff and refresher course for existing staff three times throughout the year

IT support for maintenance of successmaker computers and programs as well as being a resource for staff.

IV. How have you shared project results/successes with teachers, trustees, parents, community, etc.? (sharing and celebration of successes)

**2009/2010**

**2010/2011**

- parent-teacher conferences
- staff meetings
- community meetings
- in-class celebrations of student success
- newsletters

## Section D: 4. Sustainability and Integration

How will the project be sustained and/or integrated?

**2009/2010**

**2010/2011**

We will continue to use SM. We will have ongoing inservices and IT support. We will update equipment as needed, and will use our equipment allocation of funds to purchase equipment during the third year to allow us to expand the program to more students.

## Section E: Superintendent/CEO Certification and Approval of AISI Project Annual Report (APAR)\*

Please note that the Superintendent will be required to complete this section on the online Extranet submission of the **Annual Report (APAR)**

<input checked="" type="checkbox"/>	The information provided in this AISI Project Annual Report is, to the best of my knowledge and belief, accurate, reliable and valid. I believe that all AISI requirements have been met.
<input checked="" type="checkbox"/>	The school authority has the documentation and systems that support the reported information.
<input checked="" type="checkbox"/>	Parents are involved and aware of the progress and results of the project.
<input checked="" type="checkbox"/>	Superintendent/CEO Approval

**\*To be completed with each annual submission**